

Grade 6 Integrated Language Arts Unit	
Lesson 2: What is really <i>important</i> ?	
<p>Connections to Financial Literacy</p> <p>In this lesson, students begin to develop their understanding of what is really important to one's life and well-being. They examine similarities and differences among their interpretations of what it means to be rich and poor. Students think about how value and worth are determined in the global village. They begin to recognize the difference between materialism and non-materialism and how these concepts influence our view of the world.</p> <p>Students explore concepts of affluence and poverty and how they are defined. As active and responsible citizens of the global village, they will reflect on how their understanding of affluence and poverty may impact our daily actions.</p>	<p>Lesson 2 integrates:</p> <ul style="list-style-type: none"> • Language Arts <ul style="list-style-type: none"> ○ Oral Communication ○ Reading ○ Writing ○ Media Literacy
Curriculum Expectations	
Language Arts	
Overall Expectations:	Specific Expectations:
<p>Oral Communication</p> <p>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p> <p>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<p>Active Listening Strategies</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups</p> <p>Interactive Strategies</p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions</p>
<p>Reading:</p> <p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</p>	<p>Demonstrating Understanding</p> <p>1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea</p> <p>Making Inferences/Interpreting Texts</p> <p>1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts as evidence</p>

	<p>Extending Understanding 1.6 extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>Point of View 1.9 Identify the point of view presented in texts; determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives</p>
<p>Writing: 1. generate, gather, and organize ideas and information to write for an intended purpose and audience</p>	<p>Developing Ideas 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose</p> <p>Classifying Ideas 1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas</p>
<p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p>	<p>Point of View 2.5 Identify their point of view and other possible points of view; determine if their own view is supported by the evidence; and adjust their thinking</p>
<p>Media Literacy: 1. demonstrate an understanding of a variety of media texts</p>	<p>Purpose and Audience 1.1 explain how a variety of media texts address their intended purpose and audience</p> <p>Making Inferences/Interpreting Messages 1.2 interpret media texts, using overt and implied messages as evidence for their interpretations</p> <p>Point of View 1.5 Identify whose point of view is presented in a media text, identify missing or alternative points of view and determine whether the chosen view achieves a particular goal</p>
<p>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</p>	<p>Producing Media Texts 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g., cartoons)</p>

Learning Goals

At the end of this lesson, students will know, understand and/or be able to...

- explore the concept of what is really important to one's life and well-being;
- begin to understand the concepts of "affluence" vs. "poverty";
- recognize the difference between value and worth;
- begin to examine materialism vs. non-materialism;
- think about what we take for granted;
- identify the purpose and audience for specific texts (picture book and cartoons);
- extract information from a text and develop their own interpretations;
- interact with a text by extracting information, reacting to the text and synthesizing the information in the text with their own ideas.

Instructional Components and Context

Readiness & Instructional Strategies	Terminology	Materials
<p>Readiness</p> <p>For success in this lesson, students should have had previous exposure/ instruction in the following areas:</p> <ul style="list-style-type: none"> • Understanding purpose and audience • Inferring information from a text (author's message) • Group work where ideas are brainstormed in a safe, learning environment • Asking questions and building on each other's ideas/thinking • Identifying author's point of view and suggesting an alternative perspective <p>Instructional Strategy: Gallery Walk: An instructional technique in which students rotate around the classroom looking at [posted student] work, composing answers to questions,</p>	<ul style="list-style-type: none"> • affluence • poverty • value • worth • materialism • non-materialism • perspective 	<p>Minds On</p> <ul style="list-style-type: none"> • chart paper • markers <p>Action</p> <ul style="list-style-type: none"> • Document camera • LCD projector • <i>The Table Where Rich People Sit</i> by Byrd Baylor • Paper or notebook to record evidence from read aloud to support perspectives • Grade 6 Appendix 2-1: Tent card with Guiding Questions • Grade 6 Appendix 2-2: Cartoon 1 • Grade 6 Appendix 2-3: Cartoon 2 • Grade 6 Appendix 2-4: Cartoon 3 • Grade 6 Appendix 2-5: Cartoon 4 • Grade 6 Appendix 2-6: Cartoon 5 • Grade 6 Appendix 2-7: Cartoon 6

<p>and reflecting on and reacting to the answers given by other groups. The technique is used to encourage active engagement by students in synthesizing important concepts, building consensus, writing, and speaking. (<i>The Ontario Curriculum Grades 1-8 : The Arts- Revised</i>)</p>		<ul style="list-style-type: none"> • Chart paper • Markers <p>Consolidation</p> <ul style="list-style-type: none"> • Chart paper • Markers <p>Cartoon Weblinks: Cartoon 1 – “The Difference” http://www.farleftside.com/2011/4-15-2011.html Cartoon 2 – “Gap between the rich and the poor” http://topforeignstocks.com/wp-content/uploads/2009/06/rich-poor-cartton.JPG Cartoon 3 – “The Economy Worsens” http://www.lordraj.com/2008_09_01_archive.html Cartoon 4 – “Bread Winner #1” http://www.cartoonstock.com/directory/b/bread_winner.asp Cartoon 5 – “The never-ending game” John Cole Cartoon http://blogs.thetimes-tribune.com/johncole/?tag=hunger-games Cartoon 6 – “Ask not what your country can do for you but what you can do for your country!” http://www.ksvoboda.com/?p=317</p> <p><i>The Table Where Rich People Sit</i>, by Byrd Baylor ISBN 978-0-689-82008-3</p>  <p>Synopsis: This story starts with a complaint. The girl narrator is convinced that her family, particularly her mother</p>
--	--	---

		<p>and father, does not understand how poor they are. She calls a family meeting, held around a dilapidated but treasured table, to show them that they need money and that they should get better paying jobs. As she points out they are not sitting at a table where rich people would sit. Her mother and father are shocked that she doesn't realize how rich they are and, with her keeping track with paper and pencil, they list their many riches. Each of them: getting to work outdoors, getting to sing at the top of their lungs whenever they want to and the like, is assigned a monetary value -- usually in millions of dollars. Soon, she too is counting and valuing. She concludes that this is indeed a table where rich people sit for they are rich and they are sitting at it.</p> <p>Is being rich or poor a state of mind? This book challenges the traditional ideas about affluence and poverty.</p>				
<div>Minds On</div> <ul style="list-style-type: none">♦ Establishing a positive learning environment♦ Connecting to prior learning and/or experiences♦ Setting the context for learning						
<div>Lesson Description</div>		<div>Notes to teacher:</div>				
<ul style="list-style-type: none">• Teacher engages students in a conversation: <i>What does it mean to be rich? What does it mean to be poor?</i>• In groups of 3-4, students create a T-chart on chart paper. On one side students describe what it means to be rich?• On the other side students describe what it means to be poor?• Groups share their T-chart with the rest of the class. Students will be asked to think about similarities and differences among the charts.		<div><div><div>AforL</div><div>Assessmentfor learning</div></div><p>Teachers will be able to assess students' prior knowledge about affluence and poverty. This is an opportunity for the teacher to assist in building the students' background knowledge as required.</p><table><tr><th>What does it mean to be RICH?</th><th>What does it mean to be POOR?</th></tr><tr><td></td><td></td></tr></table></div>	What does it mean to be RICH?	What does it mean to be POOR?		
What does it mean to be RICH?	What does it mean to be POOR?					

Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

Lesson Description**Notes to teacher:**

Note to teacher: This part of the lesson can take 2-3 days. Teachers will need to use their professional judgment to make decisions about which parts of this lesson can be addressed in any given day. Make sure to revisit key learning from previous lesson segment at the start of each new segment of the lesson.

The goal is to use a variety of texts to explore students' understanding of the concepts and definitions of "affluence" and "poverty".

Critical Challenge:

Do you think people in other parts of the world (global village) have the same understanding of what it means to be rich and what it means to be poor? Explain your thinking.

How does this understanding of affluence and poverty affect our actions as members of the global village?

How does one's perception of affluence and poverty influence their view of the world/happiness/contentment with their lives? Why is this understanding important?

Teacher reads aloud: ***The Table Where Rich People Sit*** by Byrd Baylor

Description:

- Teacher asks students to think about the title and make a prediction about what they think the book will be about

- Teacher reads aloud the first page of the book and asks:
 - ✓ *What two perspectives are we seeing immediately about affluence and poverty? (page 1)*
- Teacher divides the class into two groups: one group records evidence to support Mountain Girl's perspective that the family is poor and the other group records evidence to support the parents' perspective that the family is rich (using paper or notebook to record evidence)
- After reading the story, both groups present their evidence that support their respective perspectives
- Teacher then asks students to work in groups of 3-4 to think about and discuss the following questions that can be reflected on tent cards (**Grade 6 Appendix 2-1**):
 - ✓ *Is this family rich or poor? Why do you think that?*
 - ✓ *What does Mountain Girl value?*
 - ✓ *What do Mountain Girl's parents value?*
 - ✓ *How are value and worth determined?*
 - ✓ *What is important to you?*
 - ✓ *Is what is important to you the same as what is important to your friends?*
- Each group chooses a cartoon to examine about affluence vs. poverty by reflecting on the following questions – a selection of cartoons should be provided to offer choice (this task will support the definition of affluence and poverty and the different perspectives provided):
 - ✓ *What is the author's message? What evidence supports the author's message?*
 - ✓ *Who is the audience and what is the purpose for creating this cartoon?*
 - ✓ *What is the author's perspective about affluence and poverty?*

Assessment **for** learning

Opportunity to Co-Construct Criteria for **Effective Group Work**

e.g.

- All group members will contribute to the task
- Group members need to ask questions when ideas are not understood

(This information will provide some insight about what students in the class value.)

Teachers are able to assess students' ongoing understanding of learning goals by listening in to students' conversations and by their responses to questions

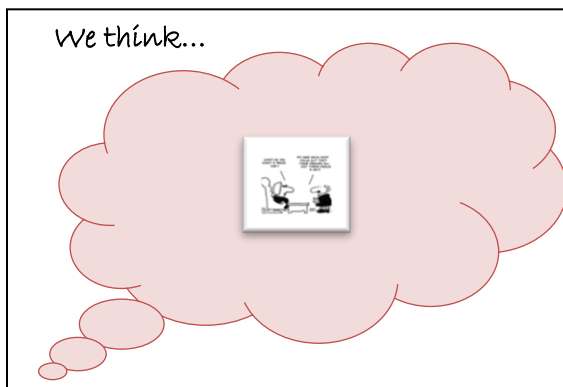


Differentiated Instruction

By providing choice with a selection of cartoons, teacher creates an opportunity to increase level of engagement. The learning task also becomes low-risk as it allows students to select a text that they can successfully interact with.

- Students create a “think bubble” on chart paper around the cartoon to address the question “*What is the author’s perspective about affluence and poverty?*” We think . . . Charts will be posted around the classroom.

i.e.



Differentiated Instruction

A jigsaw strategy encourages listening, engagement, interaction, peer teaching and cooperation by giving each member of the group an essential role to play. Both individual and group accountability are built into the process.



Assessment for learning

Teacher is able to assess students’ ongoing understanding of learning goals by listening in to students’ conversations during cooperative group work.

Consolidation

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned
- Components of Consolidation:
 - discussion of student work
 - teaching emphasis
 - highlights and summary (What did you learn?)
 - teacher records students’ thinking on chart and this is the beginning of co-constructing success criteria
 - independent or further guided practice

Lesson Description

Notes to teacher:

Student Discussion of Thinking:

- Students are given the opportunity to do a “Gallery Walk” so that they can view all the different cartoons and the groups’ interpretation of the author’s perspective about affluence vs. poverty conveyed in each cartoon
- After the “Gallery Walk”, groups are invited to share their thinking and compare the various cartoons and messages
- Encourage other groups to ask students questions that will deepen their understanding about the cartoon message (Accountable talk)

Teaching Emphasis - It is important to note that the teaching emphasis should be informed by the students’ observations/learning. The following are examples of possible emphases that address these learning goal(s):



Assessment for learning

Teacher is encouraged to provide the students with on-going descriptive feedback that is linked to the learning goals and specific criteria for generated by the class thus far.

- Affluence and poverty
- materialism vs. non materialism
- what is really important to one's life and well-being
- value and worth

Teacher uses student work/thinking to make connections and extend their learning by asking the following questions:

- *How are affluence and poverty defined?*
- *Do you think people in other parts of the world (global village) have the same understanding of what it means to be rich and what it means to be poor? Explain your thinking.*
- *Do you think that materialism makes people happy? Why or why not?*
- *Do you think that we take things for granted? If so, what are they?*
- *How does one's perception of affluence and poverty influence their view of the world/happiness/contentment with their lives?*
- *Why is this understanding important?*
- *How does this understanding of affluence and poverty affect our actions as members of the global village?*

Highlights and Summary:

- Teacher asks students: *What have you learned thus far about affluence and poverty?*

Independent Task:

- Students create their own cartoon that conveys their perspective about what they value and what really matters.
- On another day, these cartoons can be distributed to students so that they each get one. Each student can infer from the cartoon the message that is being conveyed by the creator.



Differentiated Instruction

Teacher poses open questions that allow for differentiation and learners to respond at their own stage of development.



Assessment **for** learning

Opportunity to Co-construct Criteria for **What makes an effective Political Cartoon.** This should be done as a class after viewing and working with each of the cartoons.



Assessment **for** learning

Teacher summarizes students' learning by annotating their thinking on chart paper to serve as an Anchor Chart reflecting the key learnings in the lesson. This will serve as a reference for ideas when students are developing their cartoons.



Assessment **as** learning &



Assessment **of** learning

Students refer to the Anchor Chart of Key Learnings, to reflect on how they can successfully attain the learning goal (*what is valued vs what really matters*) through the creation of a cartoon. The success criteria (*What makes an effective Political Cartoon*) can be used by students to reflect upon and make improvements to their cartoons. The students and the teacher can also use this to determine if the criteria has been "met" or "not met".

Disclaimer: Images and many text resources included in ELAN Financial Literacy Units are available in the public domain; ELAN does not guarantee continued access to external links provided on this site; nor shall it be liable for damages resulting directly or indirectly from the use of any external links provided.